AN UNDERGRADUATE THESIS

THE INFLUENCE OF TEXT WITH PICTURE TOWARD STUDENTS' READING COMPREHENSION AT THE EIGHT GRADE OF STATE JUNIOR HIGH SCHOOL NUMBER 3 OF METRO IN ACADEMIC YEARS 2013/2014

By:
MULYA SATRIAWAN
Student Number. 0954387

Tarbiyah Department
English Education Program

STATE ISLAMIC COLLEGE (STAIN) OF JURAI SIWO METRO
1435 H / 2014 M

THE INFLUENCE OF TEXT WITH PICTURE TOWARD STUDENTS' READING COMPREHENSION AT THE EIGHT GRADE OF STATE JUNIOR HIGH SCHOOL NUMBER 3 OF METRO IN THE ACADEMIC YEAR 2013/2014

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By:
MULYA SATRIAWAN
Student Number. 0954387

Tarbiyah Department
English Education Program

Sponsor : Dedi Irwansyah, M.Hum

Co-Sponsor : Ahmad Subhan Roza, M.Pd

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ABSTRACT

BY
MULYA SATRIAWAN

The objective of this research is to know whether the picture can influence toward students' reading comprehension,because there are many students have difficult to comprehend of reading text because the students must understanding texts content of reading. The object of this research was 38 students of eight grade D SMPN 3 Metro Lampung in the academic year 2013/2014.

In collecting data, the writer was used test, that were pre-test and post-test.. The purposes of pre-test and post-test are to know the students' reading comprehension before and being given the treatment.The average of pre-test and post-test show that there is an influence from pre-test and post-test. Because the average of post-test is higher than pre-test.

Moreover, the result of data analysis illustrates that $t_{observed} = 3.57$ and is categorized into high influence. Next, $t_{observed}$ is consulted to t_{table} of the significant level of 5% = 2.03 and 1% = 2.73. Finally, the data confirms $t_{observed}$ is higher that t_{table}. Than, it can be inferred that the Alternative Hypothesis (Ha) is accepted. There is positive and significant the influence of text with picture toward students' reading comprehension at the eight grade of state junior high school number 3 of metro in academic year 2013/2014

. By using text with picture as media, the students were interested and motivated in following the class. So they enjoy doing the task. It also makes them easier in studying the material.

Referring to the result of the students score above, it can be said that text with picture has positive influence toward students' reading comprehension.

PENGARUH TEKS BESERTA GAMBAR TERHADAP PEMAHAMAN MEMBACA SISWA DI KELAS DELAPAN SMP NEGERI 3 METRO DI TAHUN AKADEMIK 2013/2014

ABSTRAK

OLEH
MULYA SATRIAWAN

Permasalahan dalam penelitian ini adalah untuk mengetahui apakah gambar dapat berpengaruh terhadap pemahaman membaca siswa, karena ada banyak siswa sulit untuk memahami teks bacaan karena siswa harus mengerti isi teks bacaan.Objek dalam penelitian ini adalah 38 siswa kelas VIII D di SMPN 3 Metro Lampung tahun pelajaran 20013/2014.

Dalam pengumpulan data, penulis menggunakan tes, yaitu tes awal dan tes akhir. Tujuan dari tes awal dan tes akhir adalah untuk mengetahui pemahaman membaca siswa sebelum dan sesudah dilaksanakan penelitian.

Akhirnya, data hasil penelitian menunjukakn bahwa $t_{observasi}$ = 3.57 dan ini masuk dalam kategori pengaruh yang tinggi. Selanjutnya, $t_{observasi}$ konsultasikan dengan t_{table} dengan taraf signifikan 5% = 2.03 dan 1% = 2.73, data tersebut menyatakan bahwa $t_{observasi}$ lebih besar dari pada t_{table}, ini dapat di artikan bahwa Hi diterima. Dan dapat di artikan bahwa ada pengaruh yang positif dan signifikan pengaruh teks dengan gambar terhadap kemampuan membaca siswa kelas delapan SMP N 3 Metro tahun akademik 2013/2014

Dengan menggunakan teks beserta gambar sebagai media, siswa tertarik dan termotivasi dalam mengikuti kelas. Jadi mereka nyaman mengerjakan tugas. Itu juga membuat mereka mudah dalam mempelajari materi

Berdasarkan hasil nilai siswa di atas dapat disimpulkan bahwa teks beserta gambar memiliki pengaruh yang positif terhadap pemahaman membaca siswa.

APPROVAL PAGE

The tittle : The Influence of Text with Picture toward Students' Reading Comprehension at The Eight Grade of State Junior High School Number 3 of Metro in Academic Year 2013/2014

Name : MULYA SATRIAWAN

Students Number : 0954387

Study Program : English Education

Department : Tarbiyah

APPROVED BY:

To be examined (Munaqosyah) in Tarbiyah Department State Islamic collage (STAIN) of Jurai Siwo Metro.

Sponsor

Dedi Irwansyah, M.Hum
NIP. 19791223 200604 1 001

Co Sponsor

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Dean

Drs. M. Hariplish,MA
NIP. 19661009 199703 2 002

KEMENTRIAN AGAMA REPUBLIK INDONESIA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN) JURAI SIWO METRO
Alamat: Jln. Ki Hajar Dewantara Metro Kota Metro

NOTA DINAS

Metro, Januari 2014

Nomor :
lampiran :
Perihal : Mohon di Munaqosyahkan
Skripsi Saudara Mulya Satriawan

Kepada :
Yth. Ketua Jurusan Tarbiyah
Sekolah Tinggi Agama Islam Negeri
(STAIN) Jurai Siwo Metro
Di tempat

Assalamu'alaikum wr. wb.

Setelah kami mengadakan bimbingan serta perbaikan seperlunya, maka skripsi yang disusun oleh:

N a m a : MULYA SATRIAWAN
N P M : 0954387
Judul Skripsi : THE INFLUENCE OF TEXT WITH PICTURE TOWARD STUDENTS' READING COMPREHENSION AT THE EIGHT GRADE OF STATE JUNIOR HIGH SCHOOL NUMBER 3 OF METRO IN ACADEMIC YEAR 2013/2014

Sudah dapat kami setujui dan dapat diajukan ke jurusan untuk di munaqosyahkan, demikian harapan kami dan atas perhatiannya kami ucapkan terima kasih.

Wassalamu'alaikum wr. wb.

Pembimbing I

Dedi Irwansyah, M.Hum
NIP. 19791223 200604 1 001

Pembimbing II

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN) JURAI SIWO METRO
(STATE ISLAMIC COLLEGE OF JURAI SIWO METRO)

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The undergraduate thesis entitle: THE INFLUENCE OF TEXT WITH PICTURE TOWARD STUDENTS' READING COMPREHENSION AT THE EIGHT GRADE OF STATE JUNIOR HIGH SCHOOL NUMBER 3 OF METRO IN ACADEMIC YEAR 2013/2014. written by Mulya Satriawan, NPM. 0954387 English Education Program has been examined (Munaqosyah) in Tarbiyah Department on Monday, February 10, 2014.

BOARD OF EXAMINERS:

Chair Person	: Dedi Irwansyah, M.Hum	( )
Examiner 1	: Dra.Umi Yawisah, M.Hum	( )
Examiner 2	: Ahmad Subhan Roza, M.Pd	( )
Secretary	: Fenny Theresia, M.pd	( )

PANITIA MUNAQOSAH SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) JURAI SIWO METRO

Pgs Ketua

KEMENTERIAN AGAMA JURAI SIWO SEKOLAH TINGGI AGAMA ISLAM NEGERI

Mukhtar Hadi, S.Ag., M.Si
NIP 19730700 199803 1 003

ORISINALITAS PENELITIAN

Yang bertanda tangan dibawah ini :

Nama	: **MULYA SATRIAWAN**
NPM	: 0954387
Program Study	: PBI
Jurusan	: Tarbiyah

Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 25 Januari 2014

Yang Menyatakan



MULYA SATRIAWAN
NPM. 0954387

MOTTO

"No matter how busy you may think you are,
you must find time for reading,
or surrender yourself to self-chosen ignorance."
(Atwood H. Townsend)

لا يهم كيف مشغول قد تعتقد أنت،
يجب أن تجد الوقت للقراءة،
أو الاستسلام لنفسك الجهل في اختيار ذاتي

DEDICATION

I dedicate this paper to:

1) My Beloved Father and Mother
   (Imam Sriwijaya and Ida Farida)

2) My Beloved Brother
   (Indra Satria Wijaya and Robi Frans Siswanto,)

3) My Beloved Sister
   (Lisnawati and Eva Fahmi Alfiah)

4) My Beloved Friends

5) My Beloved Almamater State Islamic College (STAIN) of Jurai Siwo Metro

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Praise is only to Allah SWT, the Lord of the Universe, the inspiration of his life, that the writer finally could complete this thesis entitled The Influence of text with picture toward students' reading comprehension at the eight grade of state junior high school number 3 of Metro in the Academic Year of 2013/2014.

Realizing that this thesis would not be able accomplished without any helps and supports from many helpful individuals. In this lovely chance, the writer would like to sincerely acknowledgement his gratitude.

The first of all, the deepest gratitude would be addressed to his beloved parents, Imam Sriwijaya and Ida Farida for their endless love, for understanding and supporting him to finish the thesis soon, and always pray for him to be a successful person someday (amen).

The greatest gratitude would also be addressed to both of his advisors, Dedi Irwansyah M.Hum, and Ahmad Subhan Roza, M.pd, without their activities, they were still willing to read the research report, give him helpful idea and invaluable assistance and guiding way of writing during the research report writing process.

With limitation of ability of the writer, still many mistakes in writing and presentation items. Therefore, the writer apologize hopefully this thesis can be benefit to all of us properly.

Metro, January 25, 2014

The writer,

Mulya Satriawan

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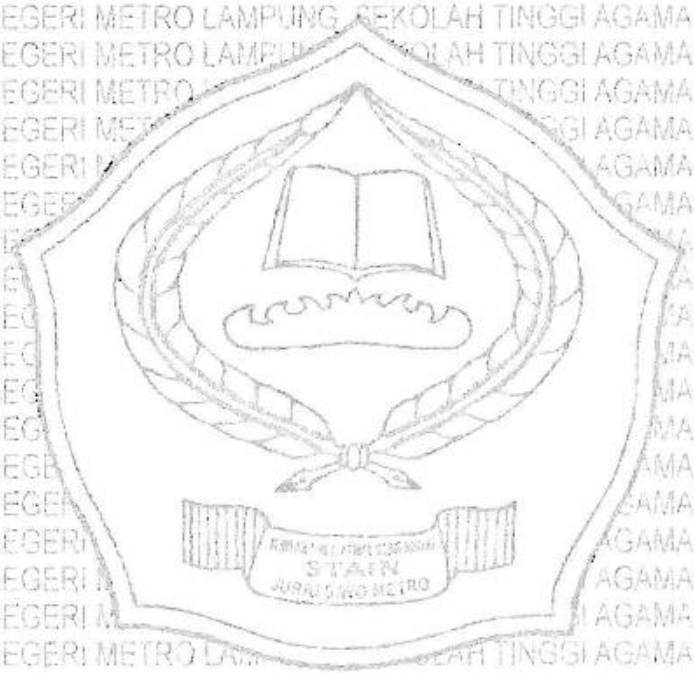
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CHAPTER 1

INTRODUCTION

A. Background of the Study

In this world language is very important factor for the people to interact each other because language is the system of communication in speech and writing that is used by people. Without language we are difficult to do interaction with another people. So by language we not only can make a communication but also can deliver our thinking, ideas, and make negotiating with others.

In this globalization era, English is one of the languages which is used widely. Moreover, English is one of the second or formal languages in many countries in the world include many countries in Asia. In this way, English becomes a key of knowledge because a big part of important literatures written in English. That is why it is called an International language.

H. Douglas Brown states that English is not frequently learned as tool for understanding and teaching US or British cultural values. Instead, English has become a tool for international communication in transportation, commerce, banking, tourism, technology, diplomacy, and scientific research.[1]

[1] H. Douglas Brown, *Teaching by Principle* (San Fransisco: San Fransisco State unIversity, 2001), p. 118.

Realizing that English plays a very important role in the world for communication, Indonesian National Education Department has declared English as the first foreign language. Then English is considered as compulsory subject taught from elementary school up university.

As a foreign language learning this language is not as easy as learning Indonesian language, because it has different structure, pronunciation from Indonesian language, and others. Moreover, the primary aim or learning and teaching English is the student can communicate each other either in spoken or written language.

There are four skills of the language that must be mastered by all language learners are listening, speaking, reading, and writing. Teachers should develop these four skills so that their students could use these skills to communicate with each other and express their thoughts, feelings and opinions in English.

According (Anthony, Pearson and Raphael 1993:284) reading is the process of constructing meaning through the dynamic interaction among the reader's existing knowledge, the information suggested by the written language, and the context of the reading situation.[2] So based on the state above it mean that reading is activity to get knowledge and information. And finally the researcher interest to choose reading as object of the research.

---

[2] Thomas S. C. Farrel, *planning lesson for a reading class,* Singapore: SEAMEO Regional Language Centre,2002,p.1.

For many students, reading is most important of these four skills,particularly in English as a second or foreign language. For the beginner, reading is concerned mainly with learning to recognize the printed symbols that represent language and to respond intellectually and emotionally when being asked about the content of the text he has read. But the writer finds the problem in student's reading comprehension, such as : the students have difficulties to comprehend the text, the students have low interest to reading English book, the technique which was used by teachers less interest.

Based on the problem above the writer chooses media to help student to increase their reading comprehension because the writer must grow their motivation in order to be happy to study. In this research the writer want to apply the media for student's reading comprehension. The media is called "picture". The writer choose this media because beside the picture is make interest for the student, the picture also help the student when difficult to understand the text, so the student more easy to understand the text by see the picture, because picture in the text it describe the content of the text. So the conclusion is the writer choose this research in order want to know what are there the influence of text with picture toward student's reading comprehension?

Table 1
The Pre- Survey Data of Students' reading comprehension score at the eight grade of State Junoior High School Number 3 of Metro in the academic year of 2013/2014.

Score	Frequency	Percentage
67-83	7	18.42%
50-66	10	26.32%
33-49	21	55.26%
TOTAL	38	100 %

From the data above, it can be assumed that students' reading at the eight grade of SMP N 3 Metro was still poor because the complementeness' standard of English subject in junior high school is 70. It happens because the students sometimes are not interested in reading the text so it can make the student less concentration and it can be dificulties to students because the students not able to find the clue to answer the question about the text.

Based on the problem above, the writer tried to solve it by using text with picture in other the students interest to read the text and to help the student find the clue from the picture.

B. Problem identification

Based on the problem background above, the researcher would like to identify the problem of the research as follows :

1. The students' have low vocabulary mastery.
2. The students dislike to read English books.

3. The students have low motivation to read English books.
4. The students have difficulties to answer the question based on the text.
5. The students need much time for understanding a text.
6. The teacher can't use the good media to teach reading.
7. The teacher can't apply the good method to teach reading.

C. Problem Limitation

Based on the indentification of the problem above, the researcher limits the problem as follows :

The influence of text with picture toward students' reading comprehension at the eight grade of state junior high school number 3 of Metro.

D. Problem Formulation

Based on the background previously presented, the research problem is formulated as follow: "How can text with picture influence toward students' reading comprehension at the eight grade of state junior high school number 3 of Metro in the Academic Year of 2013/2014?"

E. Objective and Benefits of the Study

1. Objectives of the Study

The objectives of the research is:

To know and describe about the influence of text with pictures through students' reading comprehension at the eight grade of state junior high school number 3 of Metro in the Academic Year of 2013/2014.

2. Benefits of the study

   a. For the Students

      By using text with picture as a media it is expected that the students will be more motivated and enthusiast in English learning especially reading.

   b. For the Teacher

      This study is expected can help English teacher in finding an interesting media to overcome their problem in classroom.

   c. For the School

      This research can be used as an information to improve English learning in future.

SEKOLAH TINGGI AGAMA ISLAM STAIN NEGERI METRO LAMPUNG

CHAPTER II

REVIEW OF THE RELATED THEORIES

A. Theoretical Review

1. Reading Comprehension

a. The Concept of Reading

The word "reading" in Oxford Advanced Learner's Dictionary that can be defined as follows:

1) The activity of somebody who reads.

2) An act of reading something.

3) The particular way in which you understand a book, situation, etc.

4) The amount or number shown on an instrument used for measuring something.[1]

Based on the definition above the writer conclud that reading is one of the important language skill that must be mastered students' learning English as a second or foreign language.

Terminologically, there are so many experts that have different definitions for reading but here the writer will take several definitions according to the experts such as:

Reading is the meaningful interpretation of printed or written verbal symbols.[2] And according (Anthony, Pearson and Raphael 1993:284)

[1] A.S Hornby, *Oxford Advanced Learner's Dictionary,(*New york: Oxford University press,2000), p.1097

reading is the process of constructing meaning through the dynamic interaction among the reader's existing knowledge, the information suggested by the written language, and the context of the reading situation.[3]

So the writer can conclude that reading is on of the activity to understand the meaning through written symbol and saying the information on the text it with silently or loudly.

b. The Benefits of Reading

Jean Wallace Gillet and Charles Temple states that at this point, reading becomes its own best teacher. Students who have the habit of reading are consuming dozens of books, thousands of pages, and hundred of thousands of words a year. This reading practic euips them with an expanded vocabulary, familarity with varied sentence structers, a broad knowledge of the form of the written language, and a passing acquain recently, few of us would have considered any of these to be components of reading ability, but now we realize that these achievements, all of them gained through practice in reading, probably make as much difference to a person's ability to read as any of the traditional skill of reading do.[4]

---

[2] Albert J Harris and Edward R Sipay, *How to increase Reading Ability*,(United States of Ammerica,1984),p.12

[3] Thomas S. C. Farrel, *planning lesson for a reading class,* (Singapore: SEAMEO Regional Language Centre,2002),p.1

[4] Jean Wallace Gillet and Charles Temple, *Understanding Reading Problem*, United States of America; Harper Collins College Publishers, 1994,p.45

So based on the states above the writer conclud that reading is very benefits if we realize of practice in reading such as : We can improve our vocabulary, can make good sentence structure in written language and get information and knowledge.

c. The Models of Reading

1) The Top-down Model

In top-down models the reader's prior knowledge and cognitive and linguistic competence play key roles in the constructions of meaning.[5] This means that between knowledge and competence linguistics interrelated in interpreting a text reading,

2) The Bottom-up Model

The Bottom-up model suggests that a reader reads the word, and sentences and looks at the organization of the text (without relating it to experience or prior knowledge) in order to construct meaning from what was written in the text meaning depends both on knowledge of vocabulary plus syntax.[6] In other word, in bottom-up processing the reader must recognize of linguistics signal.

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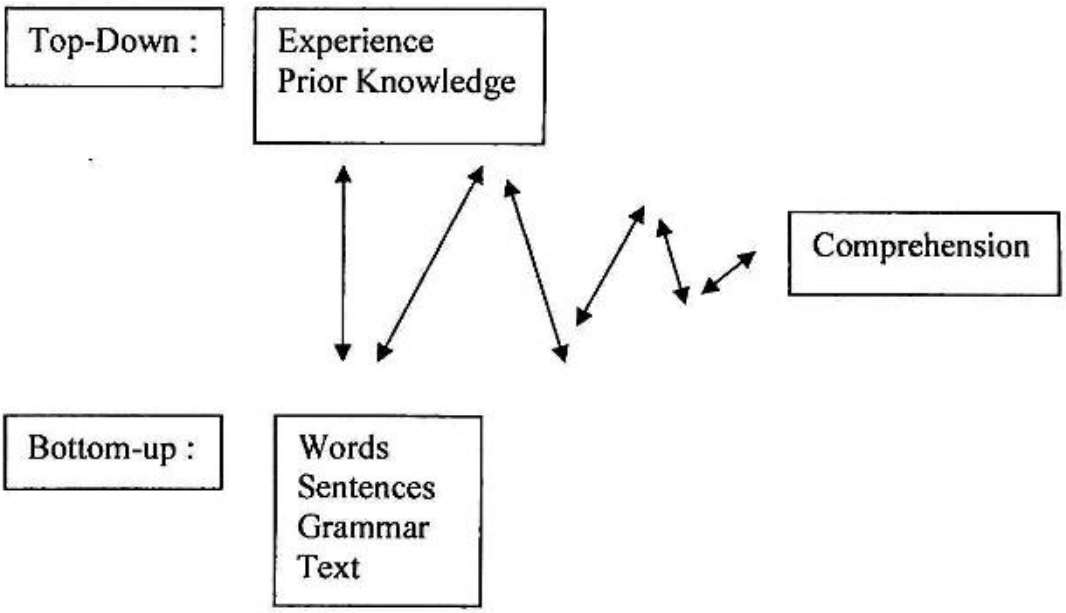
[5] Albert Josiah Harris and sipay, *Op Cit*, p.9
[6] Thomas S. C. Farrel, *OP Cit*,p: 2

3) The Interactive Model

The Interactive Model argues that both top-down and bottom-up processes occur when a person reads a text. Figure 1 outlines how this interactive process may work for fluent readers.[7]

Figure 1.

Reading as An Interaction between Top-Down and Bottom-Up Models



(Source: Thomas S. C. Farrel, planning lesson for a reading class)

Based on the figure 1. The writer got information that there are interaction between top-down and bottom up reading model so if the student can improve that models, it can easily the student to comprehend reading.

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[7] *Ibid.*

d. Reading Comprehension

1). The Concepts of Reading Comprehension

Etymologically, the word "comprehension" in Oxford Advanced Learner's Dictionary is derived from word 'comprehend' that can be defined as to understand something fully.[8] On the other hand A.S. Homby also defines "comprehension" as:

a) The power of understanding,

b) An exercise aimed at improving or testing one's understanding of a language (written or spoken).[9] So in other word comprehension is the result of when we reading something.

And in other word Albert J Harris and Edward R Sipay states that Reading comprehension is a result of the interaction between the perception of graphic symbols and represent language of the world.[10] So there are interaction between symbol and language when we try to comprehend something.

Moreover, Jean Wallace Gillet states that reading comprehension is the search for meaning, actively using our knowledge of the word and of text to understand each new thing we read.[11] In other word, knowledge of the word is very important to understanding the reading text.

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[8] A.S Hornby, *Op.Cit*,p.235
[9] *Ibid*
[10] Albert J Harris and Edward R Sipay, *Op. Cit*,p.12
[11] Jean Wallace Gillet and Charles Temple,*Op. Cit*,p.40

Based on the quotations above, it can be inferred that reading comprehension is the activities to understand the total meaning of a reading selection to get the all of important information that required the readers.

2). Objectives of Reading Comprehension

a) Vocabulary. The learners :

(1) Has an extensive and accurate reading vocabulary.

(2) Uses context effectively to determine the meaning of an unfamiliar word and choose the apropriate meaning of a word.

(3) Interprets figurative and non literal language.

b) Literal comprehension. The learners:

(1) Grasps the meaning and interrelatedness of increasingly larger units : phrase, sentence, paragraph, whole selection.

(2) Understand and recalls stated main ideas.

(3) Notes and recalls significant stated details.

(4) Recognizes and recalls a stated series of event in correct sequence.

(5) Notes and explains stated cause-effect relationships.

(6) Finds answers to specific questions.

(7) Follows printed direction accurately.

(8) Skims to obtain a total expression.

c) Inferential comprehension. The learners:

(9) Understand and recalls inferred main ideas.

(10) Notes and recalls significant infered details.

(11) Recognizes and recalls an inferred series of event in correct sequence.

(12) Notes and explains inferred cause-effect relationships.

(13) Anticipates and predicts outcomes.

(14) Grasps the author's plan and intent.

(15) Identifies the technique author use to create desired effects

d) Critical reading. The learner critically evaluates what is read

e) Creative reading. The learner extrapolates from what is read to reach new ideas and conclusions.[12]

3). Reading Comprehension Strategies

a) Activating Prior Knowledge

In these cases teachers can play a vital role in seeing that the reader's knowledge about the new topic is built up so that they can successfully comprehend a new text.[13] It means that the students' knowledge is very important in reading comprehension.

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[12] Albert J Harris and Edward R Sipay, *Op. Cit*,p.87
[13] Thomas S. C. Farrel, *Op.Cit*, p. 24

b) Predicting

Prediction creates anticipation and gets students thinking about previous experiences they may have had about the topic before they read about it.[14] This is strategy that used to predicting the contents of reading so that the learners can thinking and imagine the content of the text so finally the student can understand the text.

c) Skimming

Skimming gives readers the advantage of being able to predict the purpose the passage, the main topic, or massage and possibly some of the developing or supporting ideas.[15] In this case a strategy used to get the main idea as fast as possible.

d) Scanning

The purpose of scanning is to extract specific information without reading through the whole text.[16] It mean that scanning is strategy to get the specific information or points on the text.

e) Guessing meaning of unknown words using contextual clues

Sometimes student may need to guess the meaning of a word they do not know while reading a text because they have no dictionary or they

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[14] *Ibid,* p.27

[15] H. Douglas Brown, *Teaching by Principle* (San Fransisco: San Fransisco State unIversity, 2001), p.308

[16] *Ibid.*

are in an examination type situation.[17] So when the reader unknowing the meaning one of the difficult word, the reader only to guess the words in the reading with paying attention to words that still know the meaning and connecting with unknownig words.

f) Identifying topics and main ideas

The student practices these skills in a developmental sequence from simple to more complex cognitive tasks. For example, the sequence of exercises includes the following:

(1) Finding the topic from a list words

(2) Recognizing the topic of a paragraph

(3) Identifying the main idea of paragraph [18].The learners must be follow the sequence above step by step, start from the first level until the last level to get a good result.

g) Use of Questions

Another important strategy good reader use is questioning. Asking questions before reading and posing question while reading are reading strategies that have been identified as being effective by fluent readers of English.[19]

Based on the strategy above the writer can conclud that in reading the student must follow that strategy because that strategy will

[17] Thomas S.C Farrell *Op Cit,* p.30-31
[18] *Ibid,* p. 35
[19] *Ibid,*p.38

help the weakness of the students in understanding the text. By using strategies the students easier to get important information, analyze the text and they will know the right way in reading and understanding of the text.

2. Picture

a. The Concept of Picture

The word "picture" in Oxford Advanced Learner's Dictionary that can be defined as follows:

1) A painting or drawing that shows a scene, a person or a thing.
2) A description that gives you an idea in your mind.
3) A mental image or memory of something.[20]

As a conclusion, the writer can say that picture is painting or drawing which give more information or description about something.

Sadiman said that "Among instructional media, picture / photo media that is most commonly used. He is a common language that can be understood and enjoyed everywhere. Therefore, Chinese proverb which said that a picture talk more than one thousand words".[21]

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[20] AS.Homby,*Opcit,* p.991

[21] HM.Musfiqon, *Pengembangan Media Dan Sumber Belajar,(*Jakarta:Prestasi Pustakaraya,2012),p73

And than Rohani said that "Media pictures are a form of media that is a reproduction of the original in two dimensions, in the form of photographs or paintings".[22]

So as a conclusion, the writer can say that picture is one of painting or photo with two dimension and has meaning or messages in there.

b. Why Choose The Pictures as Learning Media?

1) Easy to prepare

It takes you an hour or two to prepare an activity which you can then use many times with different classes, then it is wort it. Once you have built up a picture library it is usually not difficult to prepare the activities suggested in this book.[23]

So the writer conclud that the pictures is easy to prepare because we can get the picture in library books, comic, magazine, etc., and we can use the pictures more than one time.

2) Easy to Organise

Opening a textbook is not difficult to organise , but most other activities do require organisational time and energy.

So the pictures is easy to organise because just use textbook or a paper cut.

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[22] *Ibid.*

[23] Andrew Wright, *Pictures for Language Learning,* (New York: Cambridge University Press:1989), p.3

3) Interesting

The pictures can present an interesting elaboration of the structure or organization of a thing that also strengthens memory.[24]

So the writer can conclud that the pictures can increase the motivation of the learner.

4) Meaningful and Authentic

Many conventional language teaching techniques fall down heavily, it is also probably true that many activities which appear to be communicative are little more than empty drills, in the sense that no-one really cares about the meaning.[25]

Based on the explanation above the writer conclud that the picture can help the teacher in language teaching techniques because picture is very meaningful.

c. The Type of Picture

1) Pictures of single objects

General things to talk about :

Food : apperance, naming, preferences, cost, containers, etc.

Clothes : apperance, naming, suitability, cost, fashion, etc.

Cars : naming, country of manufacture, performance, cost, etc.

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[24] http://www.slideshare.net/awalismowahid9/1-jenis-media-gambar, 10 September 2013

[25] Andrew Wright, *Pictures for Language Learning: Loc.Cit*

Animals : apperance, naming, habitat, characteristic, etc.[26]

So the writer can conclud that pictures of single objects are the pictures which describe a thing which focus in single or one object without another object in there.

2) Pictures of one person

Picture of people invite us to speculate who they are, what sort of people they are (age, family, work, concerns) and what they are think and feeling.[27]

Based on the explain above the writer conclud that picture of one person is a picture that describe expression, identity or action of a people.

3) Pictures of several people

Speech and thought bubbles cut out of sticky paper can be stuck on the picture. Students imagine what the people might be saying and thinking. There is often an opportunity to discuss aspects of register and function according to the nature of the people, their apparent relationship and the setting they are in.[28]

So based on the explain above pictures of several people is the pictures that describe several people or group of people that explain about relationship,thinking, what they are do and etc.

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[26] Ibid, p.193
[27] Ibid, p.196
[28] Ibid, p.197

4) Pictures of places

Pictres of places might include : home or abroad, landscapes, townscapes, single buildings, views etc.[29]

So the writer conclud that pictures of places is the pictures that describes the places or talk about where is it? Why go there? or talk about naming, historical and etc.

5) Pictures of the news

News pictures invite identification of the incident, what happened, where, when, and to whom.[30]

So the writer conclud that pictures of the news is the pictures that describe incident or happened which is to provide correct information.

6) Pictures of fantasies

Fantasies pictures can be cut out of olod children's books. They often illustrate everyday activities for example, eating, sleeping, running, etc.[31]

So based on the explain above, the writer conclud that pictures of fantasies is the pictures that describe illustrate of activities that make people or children interest.

7) Pictures of maps and symbol

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[29] Ibid, p.198
[30] Ibid, p.199
[31] Ibid

A map is a visual representation of an area – a symbolic depiction highlighting relationships between elements of that space such as objects, regions, and themes.[32]

So the writer conclud that pictures of maps and symbol is the pictures that show location or places and there are symbols to make the maps more be clear. So maps and symbol is interconected each other.

8) Pictures and text

Some pictures have captions or articles accompanying cartoons, news paper pictures, advertisements, pictures cut out books, etc., and it is a shame to throw the text away. Even if the text is above the productive level of the students it could be used for reading for gist..[33]

So picture and text is a painting or drawing that shows a scene and be accompanied text to help explain or describe meaning of the picture, and on the other hand text that be accompanied the picture can help the reader to understanding meaning of the text.

d. The Criteria of Selecting Pictures

1) Authentic. Pictures that be honestly to describe the situation as if people see proper things.

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[32] *http://en.wikipedia.org/wiki/Map,* 10 September 2013
[33] *Andrew Wright,Opcit, p.200*

2) Simple. Pictures composition should be clearly enough to show main of pictures points.

3) Relative size. Pictures can by maximum or minimum the proper objects.

4) Pictures should be moved and done, because good pictures do not show silent object but shows something activity.

5) Good picture is not definition good yet to achieve goal learning. Eventhough from the quality is less, the creation of picture student selves is good.

6) Not every good pictures is good media, as good media should be good from art poin of view and suitable to achieve goal learning.[34]

e. The Advantages and Disadvantages of Using Picture

1) Advantages of using pictures.

a) Picture is concrete.

b) Picture can surmount in the room and time limitation.

c) Picture can surmount our observation.

d) Picture can be used to explain a problem.

e) Picture is easy to be used.[35]

2) Disadvantages of using picture.

a) Picture only emphasize sense of sight perception.

b) Picture is too complex and less effective for learning activity.

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[34] HM.Musfiqon, *Opcit*, p.75
[35] *Ibid*, P.74-75

c) Size of pictures is limited for big group.[36]

Based on the explanation above, the writer can conclud that picture has advantages and disadvantages for learning media, so we should using the picture as well as possible and attention with condition of learning process.

3. The Influence of Text with Pictures toward Student's Reading Comprehension

Based on the explanation above, in the process of learning, expecially learning of reading, we need media to help the students understand the meaning on the text. Feeling easily bored is one of the characteristic of the children/young learner. They have less concentration and attention levels.[37] One of the role in other the student can understand the meaning on the text is make the student interest and enjoy when reading the text. Lives of children full color and joy. Activity and task that be accompanied interest picture and colorful will be making the children more happy.[38] That's why the writer use text with picture as media in learning of reading because besides interest, the picture can be used to help explain a problem, like the writer explaination before which said that picture talk more than one thousand words.

So the influence of text with pictures toward student's reading comprehension is very helpful for students to understanding the material on

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[36] *Ibid*
[37] Kasihani K.E.Suyanto,*English for young learners(*Jakarta: Bumi Aksara,2007),p.18
[38] *Ibid*

the text, especially learning reading comprehension because besides interest, some times the pictures in the text can give clue for the student to understanding the content of the text.

4. Procedure of Teaching Reading Comprehension through text with picture

Teaching reading comprehension through text with picture can be done as following:

a. Choose a particular situation (situation as the bank, as the supermarket, at the library, on the street and etc) or particular interesting topic (such as job, sport, shopping etc).

b. Make short story or a dialogue on the theme we have chosen on a paper. For example: We make a story about incident on the street, and make 4 pictures about accident squence based on the text.

c. Copy a paper and give to all the students.

d. Make 5-10 questions about the story and the student should answer it.

e. If the students getting confused, We have to help the students to explain content of the text through pictures. And if the students getting understood about meaning of the pictures, the students certainly can answered the questions as well as possible because pictures is imagine of the students and from the pictures students can get the clue to answer the questions.

f. After a few minutes later the students must submit their answered.

g. And than we have to ask some students to write their answered on the white board.

h. We have to correct together the result of student answer in other the student can understand how to answered question in a text with pictures and understand about the meaning.

i. We have to give the students homework about the material that have we given in other students can practice in their home.

B. Theoretical Framework and Paradigm

1. Theoretical framework

Theoretical framework is conceptualization of how the theory relates to the various factors that weighs been identified as an important issue.[39]

There are two variables in this research: they are independent variable (X), that is text with picture. Picture is the important visual aid, painting, drawing, as educational media into a simple device which has displayed a series of places, object, person, or even experiences and have a value of education which is a representation of anything. So text with pictures is a collection of words made in one entity so as to form a series of stories, scenes, or explanation, and there are pictures to help understood about the meaning of the text. The dependent variable (Y) is reading comprehension. Reading comprehension is the activities to understand the total meaning of a reading selection to get the all of important information that required the readers.

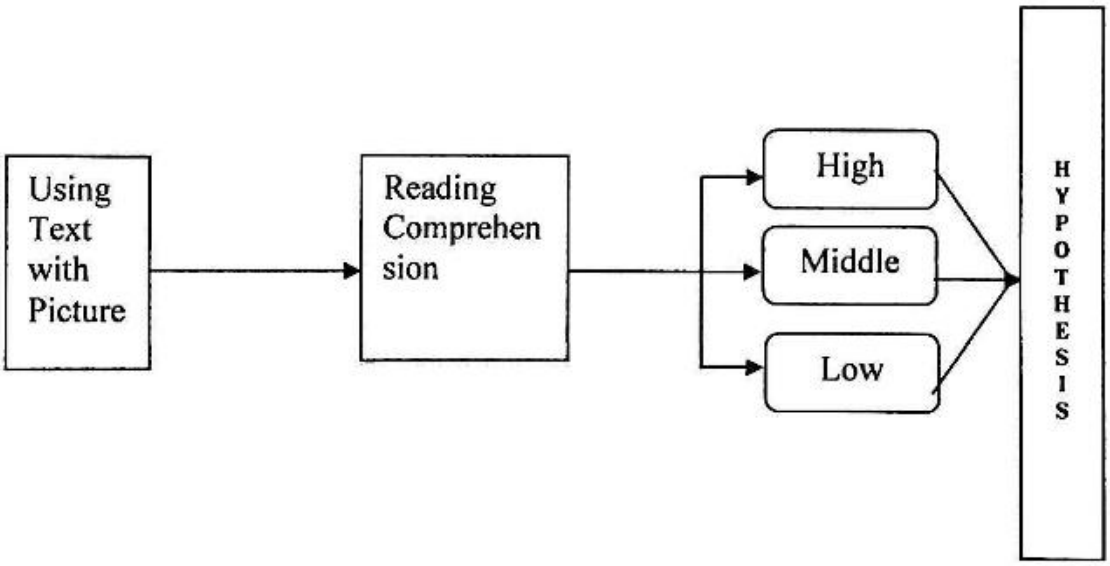
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[39] Buku *Pedoman Penulisan Karya Ilmiah Skripsi, Karya Ilmiah*, STAIN Jurai Siwo Metro, 2012, p.42

2. Paradigm

Paradigm is the correlation pattern among the variables which will be researched.[40] Based on the theoretical framework above the writer describes the paradigm as following:

Figure 2
The Influence of Using Picture Text Toward Reading comprehension



Based on the scheme of paradigm above, the writer assumes that the influence of text with pictures can be positive and negative, to increase the student's reading comprehension. If text with picture has positive influence, the student's reading comprehension will increase into the high category. However, if text with picture has negative influence, student's reading comprehension will decrease into the low category. Therefore, the writer

[40] *Ibid*, p.43

assumes that certainly the students taught through text with picture will influence their reading comprehension.

3. Hypothesis formulation

Hypothesis is temporary answer to the formulation of research problems that have been expressed in the form of the question sentence.[41]

Based on the statement, the theoretical framework and paradigm above the writer formulates the hypothesis as follow:

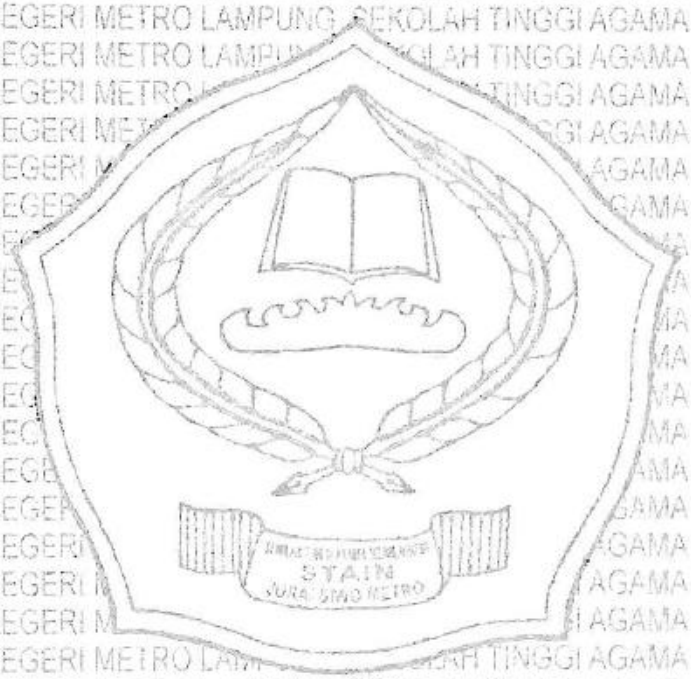
a. Alternative Hypothesis (H_i):

There is a significant the influence on text with picture toward students' reading comprehension at the eight grade students' of state junior high school number 3 of Metro in academic year 2012/2013

b. Null Hypothesis (Ho)

There is not a significant the influence on text with picture toward students' reading comprehension at the eight grade students' of state junior high school number 3 of Metro in academic year 2012/2013

[41] *Ibid*, p.44

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CHAPTER III

RESEARCH METHOD

A. Research Design

There are many researches method that can be applied. The research conducted a quantitative,quantitative research specifies numerical assignment to the phenomena under study.[1] The advantage of quantitative research is that the fi ndings from the sample under study will more accurately reflect the overall population from which the sample was drawn.[2]

Based on the explanations above, the writer do the research with narative quantitative. This research was intended to investigate whether there is any positive and significant the influence of text with picture toward student's reading comprehension in state of junior high school number 4 of Metro in academic year 2013/2014.

There are two step in this research, such as pre test and post test. The pre-test is given before the experimental treatment and the post-test was carrying out after the experimental treatments. This research was intended to investigate whether there is a positive and significant influence using freewriting on the students' writing ability.

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[1] Scott W. Vanderstoep Deirdre D. Johnton, *Research Methods for Everyday Life,*(San Francisco : Published by Jossey-Bass A Wiley Imprint 989 Market Street, 2009), p:7

[2] *Ibid*

B. Population and Sampling Technique

1. Population.

Definition of population is the whole subjects which are complete and clear and will be the object in the research.[3]

The population of research is the all students of State Junior High School 3 of Metro in academic year 2013/2014. The writer choose this school because learning process located in central of metro city and the writer want to know how far student's reading comprehension in there.

2. Sampling Technique.

Suharsimi Arikunto said that sample is Part of population that will be researched.[4] So sample is little part from population and there are many sample in one population.

Sampling in social science research is a technique, a procedure, for selecting a subset of units of analysis from a population.[5] And in this research the writer choose multi stage clauster sampling because in clauster sampling we select group or categories.[6] In this research the writer want to take one class which base on the average bad reading score.

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[3] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek,* (Jakarta; Rhineka Cipta, 2006) P. 130.

[4] *Ibid*

[5] Mark Balnaves and Peter Caputi,*Introduction to Quantitative Research Methods*,(London:SAGE Publications Ltd 6 Bonhill Street,2001),p.90

[6] *Ibid,* p.92

The samples of the researcher are the students of the eight grade of SMP N 3 Metro which consist of 38 students. The writer choose this class because based on the result of the last assignment about reading comprehension many students got bad score or have low ability in reading comprehension.

C. Operational Definition of Variable

Kusnadi defines that "operational definition is the definition which based on characteristic of the things that will be observed."[7] Meanwhile, variable can be defined as object of the research, or something that will be an observation object of research.[8] In other word, the operational definitions of variable is a direction how the way to measure the variable.

Based on the quotation above, the operational definition of variables as follows:

1. Independent Variable

   Independent variable can be understood as the factor that is measured, manipulated, selected or controlled by the researcher.[9] Independent variable of this research is using text with picture (X).

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[7] Edi Kusnadi, *Metodologi Penelitian*,(Metro: Ramayana Pers dan STAIN Metro, 2008),p. 75

[8] Suharsimi Arikunto, *Prosedur Penelitian*, (Jakarta: Rineka Cipta, 2006), p. 118

[9] Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics*, (New Delhi: New Age International Publishers, 2006), p. 63

Indicator text with picture as follows:

a. The students are able to find out the topic of the text by using text with picture.
b. The students are able to find out detail or clue on the text by see the picture.
c. The students are able to understand the content in the text by picture.

2. Dependent Variable

Singh defines "dependent variable is that factor which is observed and measured to determine the effect of the independent variables.[10] It means that dependent variable is variables that depend on the independent variable; it is the result of the influence of independent variables. Dependent variable of this research is reading comprehension (Y). Indicator reading comprehension as follows:

a. The students are able to read and indentify topic on the text.
b. The students are able to find the facts and details of the texts.
c. The students are able to indentify the meaning of the texts.

[10] *Ibid*

D. Research Instrument

Suharsimi Arikunto defines instrument as "the tool of research which is used in each method"[11]. Furthermore, the research instrument involves:

1. Instrument Blueprint

   To obtain the data related to the research problems, the writer use pre test and post test instrument. The writer use the same type pretest and posttest instruments for both control and experimental groups. The pretest instrument is different with the pos ttest instrument but have the same difficulty level. The pretest and the post test instrument use in this research are in the form of multiple choice and base on indicator that chosen by researcher.

2. Instrument Calibration

   In this research the writer use scale of measurement in form of multiple choices with consists of 10 items of question and for each item consists of 4 choices such as: A,B,C,D. The question is about the content of the text that given by the researcher. The test above use to pre test and post test to measurement how far level student's reading comprehension before and after the test with using text with picture.

[11] Suharsimi Arikunto, *op. cit.* P. 149.

E. Data Collection Method

1. Test

The test used to knowing the student's reading comprehension through text with picture. The test consists of:

a. Pretest

The writer administered pretest in the first meeting of the research in order to find out the initial differences between the groups who have similar level. The pre test used in this research is multiple choice form.

b. Posttest

The posttest is given after giving the treatments in order to find out whether the treatments give any contribution to the students achievement in the experimental. The improvement can be seen if the mean scores of the experimental group is higher than the control group or if there is significant difference between the pretest scores and the posttest scores of the experimental group.

2. Documentation

Kusnadi defines that "documentation as the method which is used to get information from written language or documents (for examples: books, magazine, rule, note and others).[12] It means that documentation is written language (paper) that gives the valid data or information.

The researcher used this method to get the data about the school history, the buildings, the condition of the teacher and official employees,

[12] Edi Kusnadi, *op. cit.*, p. 102

the quantity of the students, the organization structure and the location sketch of SMP N 3 Metro.

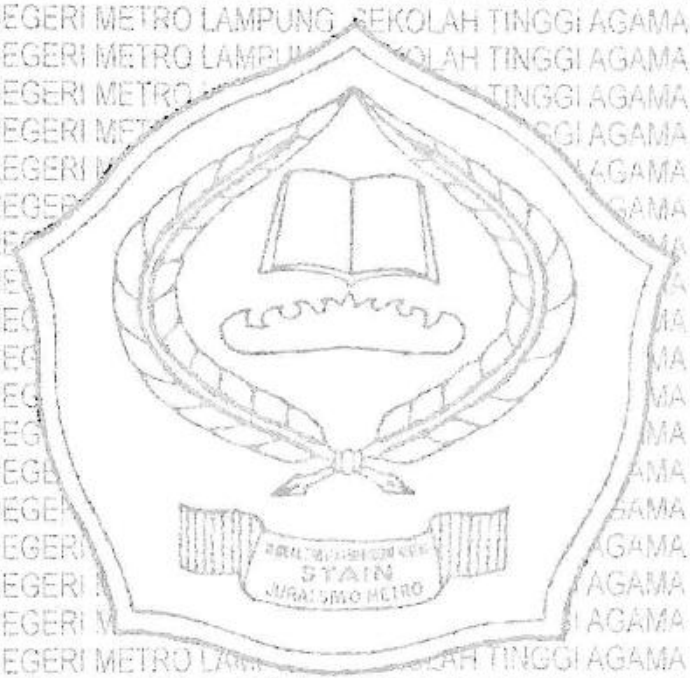
F. Data Analysis Technique

To investigate whether there is a positive and significant influence of text with picture toward students' reading comprehension at the eight grade of the State Junior High School 3 of Metro in the Academic Year of 2012/2013, the researcher analyzes the data by using t-test. The formulation of t-test, Suharsimi Arikunto explains that the formulas to count the effect of treatment as follows:[13]

$$t = \frac{Md}{\sqrt{\frac{\Sigma x^2 d}{N(N-1)}}}$$

Where :
Md : Mean from deviation (d) between post-test and pre-test.
Xd : The differences between deviation and meand deviation.
$\Sigma X^2 d$: Amount of deviation quadrate.
N : Number of subject.
Df/db : N1

[13] Suharsimi Arikunto, *Opcit*, P.349


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CHAPTER IV

RESULT OF THE RESEARCH

A. Description of the Data

1. Research Setting

a. Short History of SMP N 3 Metro

State Junior High School number 3 is located in the city's Metro. The First time State Junior High School number 3 with school professor who established since 1954. And then since 1958 school professor be abolished and stand economics'state junior high school of Metro. Subsequently in 1979 stood Junior High School number 3 of Metro based on the SK Minister Decree Number 030/8/1979 dated February 17, 1979. State junior high school number 3 of Metro has more than 25 years and suffered 6 times change of leadership as follows:

Table 02
The Name of Head Master and Period of Leadership SMP N 3 Metro

No	Nama Kepala Sekolah	Periode Kepemimpinan
1	Danoeri, BA	1979 – 1985
2	M. Tauchid	1985 – 1991
3	Suhadi Martono	1991 – 1997
4	Drs. Hi. Rozilie Z	1997 – 2004
5	Dra. Hj. Yunani S.Pd.	2004 – 2011
6	Gustin Darwis S.Pd.	2011 until now

Source: Observation result of SMP N 3 Metro on December 11,2013.

b. The Location of Geographic SMP N 3 Metro

State Junior High School Number 3 of Metro is located in a strategic position. Because it is located in the city center on the Metro and easy to take and located on the AR. Prawira Negara Street Number 1 of Metro City, with the following restrictions:

1). The west is youth building of Metro City.
2). The East is bordered by residential areas.
3). The South is side the Metropolis Radio.
4). The North is bordered by Sutiyoso Street.

c. Facilities and Infrastructure SMP N 3 Metro

SMP Negeri 3 has permanent facilities and infrastructure which is divided into several rooms for teaching and learning purposes such as :

1).Group of learning room

a).Theory room	: 21 pieces
b). Science laboratory room	: 2 pieces
c). Computer room	: 1 piece

2).Group of Administration room

a). Principal room	: 1 piece .
b). Administration room	: 1 piece
c). Teacher room	: 2 pieces
d). Meeting room	: 1 piece
e). Kitchen room	: -
f). Toilet	: 6 pieces

3).Group of living support

a).The library	: 1 piece

b).UKS room : 1 piece
c).Council chamber : 1 piece
d).Mosque : 1 piece
e).BP / BK room : 1 piece
f).Parking area : 2 pieces
g).Well Drilling : 1 piece

2. Research Data

a. Pretest Result

To measure the students reading comprehension the researcher used the pretest before giving the treatment. The student has given the questions that must be answered. The researcher was gave the students about 10 items of multiple choice questions that consist of reading comprehension text, they were gave 30 minutes to finish the test. The result of pretest can be shown as follows :

Table 03
The Result of Pre-test of the Eight Grade of SMP N 3 Metro
in the Academic Year of 2013 / 2014

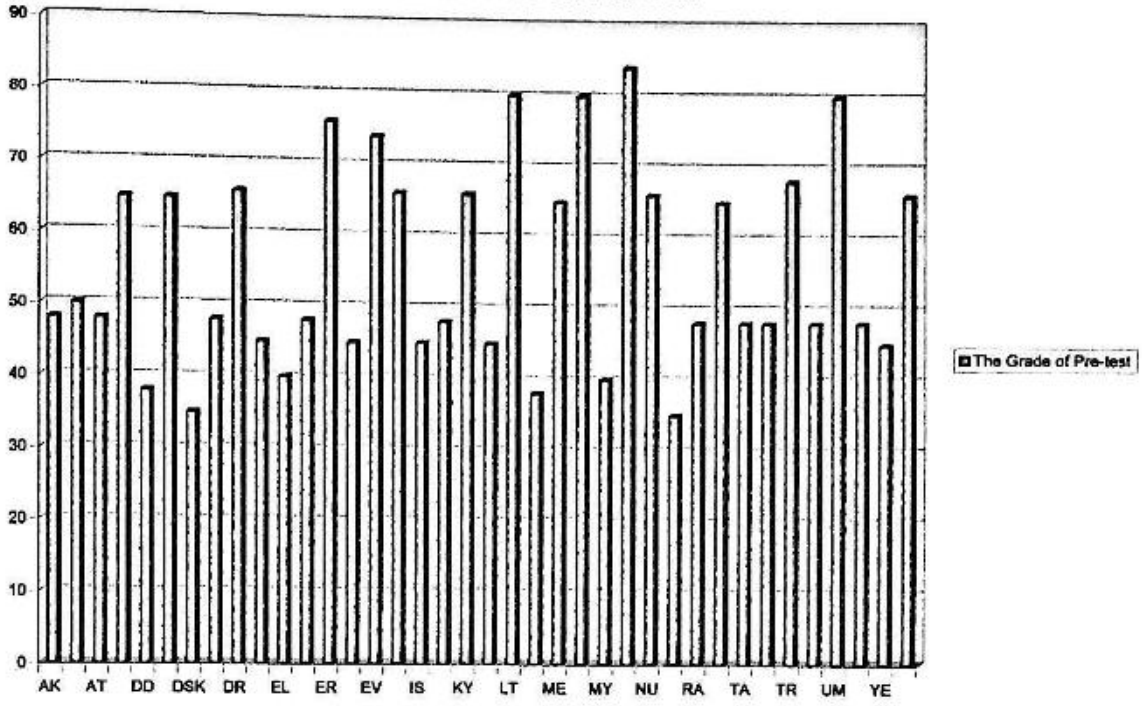
No.	The Students' Name	The Grade of Pre-test
1.	AK	48
2.	AN	50
3.	AT	48
4.	CI	65
5.	DD	38
6.	DSD	65
7.	DSK	33
8.	DT	48
9.	DR	66

10.	DI	45
11.	EL	40
12.	ELY	48
13.	ER	76
14.	ERV	45
15.	EV	74
16.	IN	66
17.	IS	45
18.	KK	48
19.	KY	66
20.	KD	45
21.	LT	80
22.	MA	38
23.	ME	66
24.	MU	80
25.	MY	40
26.	NE	83
27.	NU	66
28.	PU	35
29.	RA	48
30.	SI	65
31.	TA	48
32.	TI	48
33.	TR	68
34.	UL	48
35.	UM	80
36.	WI	48
37.	YE	47
38.	YU	66
TOTAL		2113

Source: The Result of Pre-test before Using text with picture of the Eight grade of SMP N 3 Metro in the Academic Year of 2013 / 2014

Based on the result of pre test data above, the writer get conclusion that there are 38 students and most of the students above got bad score.

Figure 03
The Grade of Pre-test



Based on the diagram above, the writer then measured the class interval using the formula according to Arikunto, as follows:

$$IR = \frac{t - r}{N}$$

Notes:

IR = Class Interval

t = the highest score = 83

r = the lowest score = 33

N = Total of categories = 3

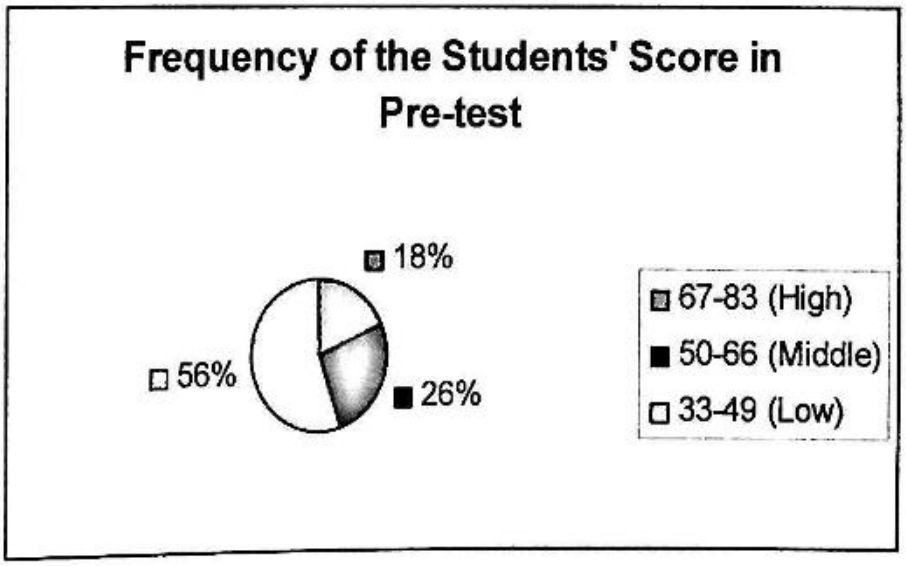
$$IR = \frac{83 - 33}{3} \qquad IR = \frac{50}{3} = 16.67 \text{ or } 17$$

The total of class interval (IR) for this research is 16,67 or 17. After knowing the class interval, the data that was taken from interval class above. Then it was put on the table of frequency distribution, as follows:

Table 04
The Invariant Frequency Distribution of the Students' Score in Pre-test of the Eight Grade Students at SMP N 3 Metro in the Academic Year of 2013 / 2014

Interval	Categories	Frequency	Percentage
67-83	High	7	18.42%
50-66	Middle	10	26.32%
33-49	Low	21	55.26%
TOTAL		38	100 %

Figure 04
The Invariant Frequency of the Students' Score in Pre-test



Based on the table frequency distribution above, it can be inferred that 38 students as the research sample can divided as follows:

- For the grade of 67-83, there are 7 students who are included in the high category (18.42%).
- For the grade of 50-66, there are 10 students who are included in the middle category (26.32%).
- For the grade of 33-49, there are 21 students who are included in the low category (55.26%).

Therefore, it can be inferred that the pre-test is categorized into low category from the result of pre-test; the writer found the students problem was in lack of understanding materials and not interest to study. These problems could be seen by their activities in the classroom, many students got low or bad score in the test.

b. Post – test Result

After knowing the pre test result of reading comprehension materials, the students got low score and then the writer gave treatments by text with picture. The writer gave explanation that there are clue or message in the picture in text reading comprehension which can help the reader to understand some the content of the text. Through text with picture the students felt interesting and not boring in reading the text. In the end the

writer gave the post-test to know ability in mastering the materials after giving treatments.

To measure the student's reading comprehension through text with picture, the writer tested the students by giving them multiple choice tests. The result of post-test the materials can be identified as follows:

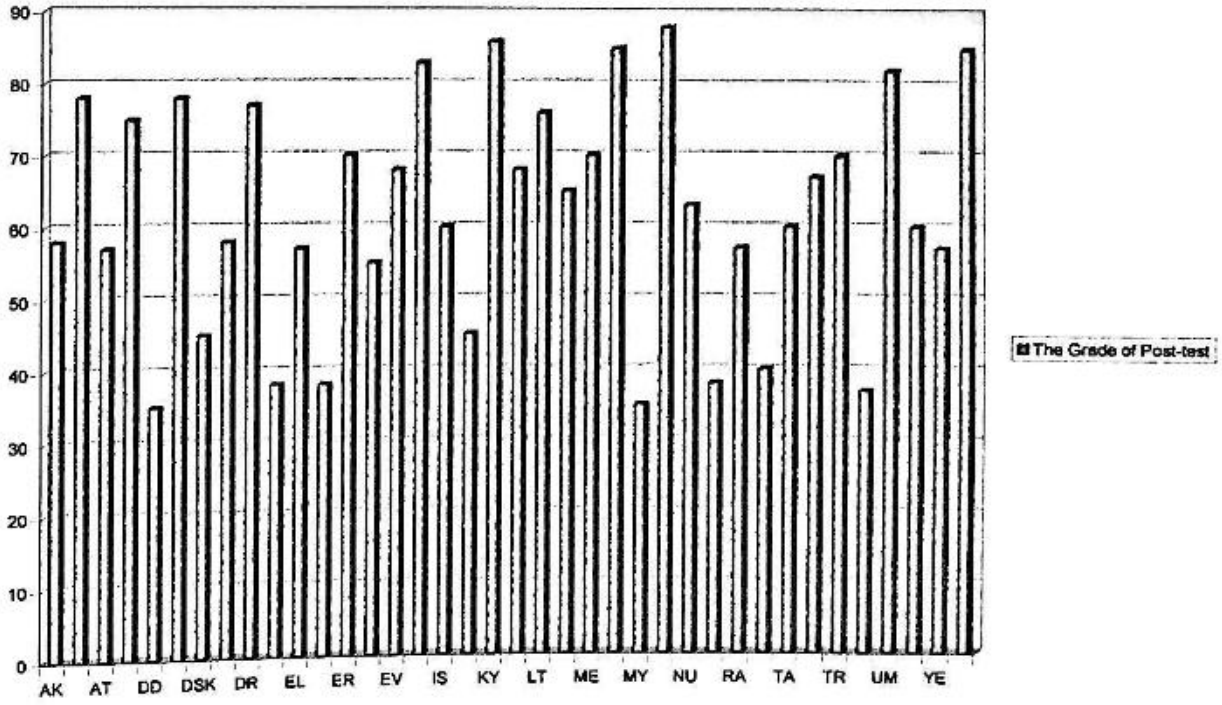
Table 05
The Result of Post-test of the Eleventh Class Students of SMP N 3 Metro in the Academic Year of 2013 / 2014

No.	The Students' Name	The Grade of Post-test
1.	AK	58
2.	AN	78
3.	AT	57
4.	CI	75
5.	DD	35
6.	DSD	78
7.	DSK	45
8.	DT	58
9.	DR	77
10.	DI	38
11.	EL	57
12.	ELY	38
13.	ER	70
14.	ERV	55
15.	EV	68
16.	IN	83
17.	IS	60
18.	KK	45
19.	KY	86
20.	KD	68
21.	LT	76
22.	MA	65
23.	ME	70
24.	MU	85
25.	MY	35
26.	NE	88

27.	NU	63
28.	PU	38
29.	RA	57
30.	SI	40
31.	TA	60
32.	TI	67
33.	TR	70
34.	UL	37
35.	UM	82
36.	WI	60
37.	YE	57
38.	YU	85
	TOTAL	2364
	Average	62.21

Source: The Result of Post-test after Using text with picture of the Eight grade of SMP N 3 Metro in the Academic Year of 2013 / 2014

Figure 05
The Grade of Post-test



Based on the table above, the writer then measured the class interval using the formula according to Arikunto, as Follows:

$$IR = \frac{t - r}{N}$$

Notes:

IR = Class Interval

t = the highest score = 88

r = the lowest score = 35

N = Total of the category = 3

$$IR = \frac{88 - 35}{3}$$

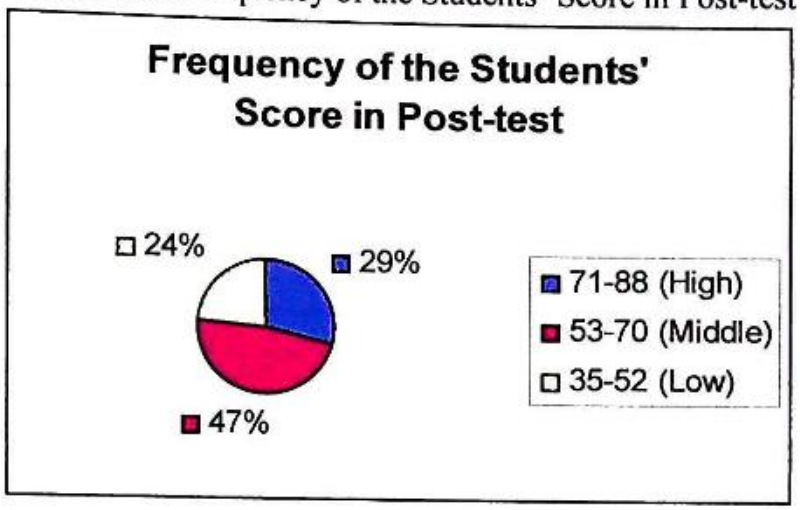
$$IR = \frac{53}{3} = 17{,}67 \text{ or } 18$$

The total of class interval (IR) for post-test is 18. After knowing the class interval, the data taken class interval above was put on the table of frequency distribution, as follows:

Table 06
The Invariant Frequency Distribution of the Students' Score in Post-test of the Eight Grade Class Students of the SMP N 3 Metro in the Academic Year of 2013 / 2014

Interval	Categories	Frequency	Percentage
71-88	High	11	28.95%
53-70	Middle	18	47.37%
35-52	Low	9	23.68%
TOTAL		38	100 %

Figure 06
The Invariant Frequency of the Students' Score in Post-test



Based on the table frequency distribution above, it can be inferred that 38 students as the research sample can divided as follows:

- For the grade of 71-88, there are 11 students who are included in the high category (28.95%).
- For the grade of 53-70, there are 18 students who are included in the middle category (47.37%).
- For the grade of 35-52, there are 9 students who are included in the low category (23.68%).

Therefore, it can be inferred that the post-test is categorized into high category. Even though, part of them still lack in mastering English materials in answering the questions but it was good because they had well effort, in learning English process.

c. The Influence of Text with Picture toward Students' Reading Comprehension

After applying test method, the researcher analyzed the data by using t-test in order to prove whether there is positive and significant influence of text with picture toward Students' Reading Comprehension in the eight grade of SMP N 3 Metro in the academic year of 2013/2014, as follows:

1). Preparing the table in order to prove whether there is positive and significant influence of text with picture toward Students' Reading Comprehension in the eight grade of SMP N 3 Metro in the academic year of 2013/2014.

Table 07
The Pre-test and Post-test
Result of the Eight Grade Class Students of the
SMP N 3 Metro in the Academic Year of 2013 / 2014

The Students' Name	Pre-test (X1)	Post-test (X2)	d (X2-X1)	d^2 $(X2-X1)^2$
AK	48	58	10	100
AN	50	78	28	784
AT	48	57	9	81
CI	65	75	10	100
DD	38	35	-3	9
DSD	65	78	13	169
DSK	33	45	12	144
DT	48	58	10	100
DR	66	77	11	121
DI	45	38	-7	49
EL	40	57	17	289
ELY	48	38	-10	100
ER	76	70	-6	36

ERV	45	55	10	100
EV	74	68	-6	36
IN	66	83	17	289
IS	45	60	15	225
KK	48	45	-3	9
KY	66	86	20	400
KD	45	68	23	529
LT	80	76	-4	16
MA	38	65	27	729
ME	66	70	4	16
MU	80	85	5	25
MY	40	35	-5	25
NE	83	88	5	25
NU	66	63	-3	9
PU	35	38	3	9
RA	48	57	9	81
SI	65	40	-25	625
TA	48	60	12	144
TI	48	67	19	361
TR	68	70	2	4
UL	48	37	-11	121
UM	80	82	2	4
WI	48	60	12	144
YE	47	57	10	100
YU	66	85	19	361
N = 38	$\sum X1=2113$	$\sum X2=2364$	$\sum d = 251$	$\sum d^2 = 6469$
Average	55.61	62.21		

2). Putting the data above into the formula of t-test in order to get "t_{hitung}".

To find and prove whether there is positive and significant influence of text with picture toward students' reading comprehension in the eight grade of SMP N 3 Metro in the academic year of 2013/2014, the researcher used the t-test formula:

$$t = \frac{Md}{\sqrt{\frac{\sum X^2 d}{N(N-1)}}}$$

Notes:

$N = 38$

$\sum d = 251$

$\sum d^2 = 6469$

At first, calculate of Md. It can be calculated by using the formula below:

$$Md = \frac{\sum d}{N}$$

$$Md = \frac{251}{38}$$

$$Md = 6.6053$$

After getting Md, the next calculate of $\sum X^2 d$. it can be calculated by using the formula below:

$$\sum X^2 d = \sum d^2 - \frac{(\sum d)^2}{N}$$

$$\sum X^2 d = 6469 - \frac{(251)^2}{38}$$

$$= 6469 - \frac{(63001)}{38}$$

$$= 6469 - 1657.921$$

$$\sum X^2 d = 4811.079$$

The last, calculate of $t_{-observation}$. It can be calculated by using t-test formula below:

$$t = \frac{Md}{\sqrt{\frac{\sum X^2 d}{N(N-1)}}}$$

$$= \frac{6.6053}{\sqrt{\frac{4811.079}{38(38-1)}}}$$

$$= \frac{6.6053}{\sqrt{\frac{4811.079}{38(37)}}}$$

$$= \frac{6.6053}{\sqrt{\frac{4811.079}{1406}}}$$

$$t = \frac{6.6053}{\sqrt{3.4218}}$$

$$= \frac{6.6053}{1.8498}$$

$$= 3.570$$

$$t = 3.57$$

B. Hypothesis Testing

After applying the test method, the researcher analyzed the data by using t-test in order to prove whether there is positive and significant the influence of text with picture toward students' reading comprehension in the eight grade of SMP N 3 Metro in the academic year of 2013/2014

The researcher has formulated the alternative hypothesis (Hi), as follows:

Alternative hypothesis (Hi):

There is a positive and influence of text with picture toward students' reading comprehension in the eight grade of SMP N 3 Metro in the academic year of 2013/2014

After the alternative hypothesis (Hi) above was formulated the researcher consulted to $t_{observation}$ to t_{table} as follows:

1. If $t_{observation}$ is higher than t_{table}, Ho is rejected.
2. If $t_{observation}$ is smaller than t_{table}, Ho is accepted.

To know the critical value of t-test the researcher firstly counted *df*, it is degree of freedom. The formulation of *df*:

$df = N-1$

$= 38-1$

$df = 37$ (*df:37* is lied between *df:30* and *df:40)*

a. The significant value (α) = 0.05

1). $t_{_table} = t\left(1 - \alpha\right), \frac{(df:30)}{2}$

$= t\left(1 - 0.05\right), \frac{(df:30)}{2}$

$= t\left(0.975\right), (30)$

$t_{_table} = 2.04$

2). $t_{_table} = t\left(1 - \alpha\right), \frac{(df:40)}{2}$

$= t\left(1 - 0.05\right), \frac{(df:40)}{2}$

$= t\left(0.975\right), (40)$

$t_{_table} = 2.02$

The degree of freedom *(df:37)* $= \frac{2.04 + 2.02}{2}$

$= 2.03$

b. The significant value (α) = 0.01

1). $t_{_table} = t\ (1 - \alpha\ ),\ \frac{(df:30)}{2}$

$= t\ (1 - 0.01\ ),\ \frac{(df:30)}{2}$

$= t\ (0.995),\ (30)$

$t_{_table} = 2.75$

2). $t_{_table} = t\ (1 - \alpha\ ),\ \frac{(df:40)}{2}$

$= t\ (1 - 0.01),\ \frac{(df:40)}{2}$

$= t\ (0.995),\ (40)$

$t_{_table} = 2.70$

The degree of freedom $(df:37) = \frac{2.75 + 2.70}{2}$

$= 2.73$

After considering the t-test by using *df* 37, it can be found that:

Table 08

Interpolation	5%	1%
df 37	2.03	2.73

From all the data analysis above, it can be known that:

- $t_{_observed}$ = 3.57
- $t_{_table}$ = 5% (2.03) and 1% (2.73)

Finally, the data confirmed that $t_{observation}$ is higher than t_{table}. Therefore, it can be inferred that Ho is rejected. It means that there is a positive and significant influence of text with picture toward students' reading comprehension in the eight grade of SMP N 3 Metro in the academic year of 2013/2014.

C. Interpretation of $t_{observed}$

In this research, pre-test and post-test had done individually by the students. It is aimed to know the influence of text with picture toward students' reading comprehension in the eight grade of SMP N 3 Metro in the academic year of 2013/2014.

The critical value of $t_{observed}$ is 3.57, if we interpret it based on the table above, it can be inferred that there is very good influence of text with picture toward students' reading comprehension in the eight grade of SMP N 3 Metro in the academic year of 2013/2014.

D. Limitations

After conducting the research and gaining the data from documentation, observation and test, the researcher found some problems which faced by the students, as follows:

1. The writer had difficulty in managing the class for example when the attention, most students seemed very busy with themselves, the class was so noisy

2. The students were various, some students have understood about the explanations of the teacher and some others have not understood yet.
3. The teacher seldom used English in learning process so the students looked very confused when there is someone spoke English.
4. The writer found that many students faced difficulties in understanding of reading text.

AGAMA ISLAM STAIN NEGERI METRO LAMPUNG SEKOLAH TINGGI AGAMA ISLAM STAIN NEGERI METRO LAMPUNG

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. CONCLUSION

This research has two variables; they are independent variable (X) and dependent variable(Y). The independent variable (X) is text with picture and the dependent variable (Y) is reading comprehension.

Based on the result of research, the writer has clue that there is the influence of text with picture toward students' reading comprehension in the eight grade of SMP N 3 Metro in the academic year of 2013/2014 with the result of t-test is 3.57. So, there is a positive and significant influence of text with picture toward students' reading comprehension in the eight grade of SMP N 3 Metro in the academic year of 2013/2014. This fact can be seen from the result of the computation that "$t_{observed}$" is 3.57 with the level significant of "t_{table}" 5% (2.03), and 1% (2.73). From the data, it can be understood that "$t_{observed}$" is higher than "t_{table}". Therefore, the Null Hypothesis (Ho) is rejected.

So, In this research, the researcher knew that using text with picture in reading comprehension not only produced the cognitive aspect but also affective aspect. In cognitive aspect, the students could generate many ideas to understanding the text. Moreover, in affective aspect, using text with picture made the students more confident, comfortable and not bored when they understanding the text.

B. SUGGESTIONS

1. For the Students

   a) The students are suggested increasing their reading comprehension in order that success in learning English especially in understanding the text.

   b) By the picture can motivate and made the student interested in learning English, especially in reading comprehension.

   c) By text with picture in reading comprehension can help the students to generate many ideas to answer the question about the text and help the student to understanding the text. So it can make them fell enjoy or confident and comfortable when they understanding the text.

2. For the Teacher

   a) The English teacher should motivate and make the student interest in learning English by using text with picture in reading comprehension.

   b) The English teacher is suggested to be more creative in choosing media in learning process.

3. For the School

   a) The school should support the English learning process by preparing the facilitation and media completely.

   b) The school is suggested to adapt and improve the English syllabus based on the real problems which faced by the students.

   c) It is suggested for the school and headmaster in order to persuade the teachers to use picture to help the students in understanding the text.

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CURRICULUM VITAE



The name of writer is Mulya Satriawan. He was born in Metro, on October 10th, 1990. He has 2 older brothers, 1 older sister and 1 young sister.

He is enrolled pre-elementary school at SD N 1 Metro Timur in 1997 and graduated in 2003, then He was enrolled at SMP N 3 Metro in 2003 and graduated in 2006. He continued his study at SMA N 4 Metro, and graduated in 2009.

In 2009, she continued her study at English Program Strata I (SI PBI) at State Islamic Collage (STAIN) of Jurai Siwo Metro, until now.